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ABSTRACT

Three objectives were developed to help school districts deliver effective educational services to homeless children at two suburban elementary schools in Pinellas County, Florida. The strategies included an individualized tutorial approach to increase daily school attendance among targeted homeless children, a teacher inservice training program and manual to sensitize school personnel to the problems involved in educating homeless children, and a homeless project-services pamphlet distributed to social-services providers to facilitate communication with schools.
Project-evaluation tools included: (1) school-attendance records for targeted homeless children (revealing that 91 percent increased daily attendance); (2) pre- and post-test results of teacher inservice training (showing participants' substantially increased knowledge about homeless children's unique problems); (3) a training manual for school and community personnel working with homeless children that enhanced teacher inservice training; and (4) a pamphlet identifying services available to homeless children and their families. Besides helping to increase student attendance, the tutorials succeeded in communicating a sense of self-worth and personal importance.
Appendices include the project's inservice training pretest and posttest, the inservice training manual, and the pamphlet identifying available homeless services. (Contains 17 references.) (MLH)

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HELPING SCHOOL DISTRICTS DEVELOP PROGRAMS FOR FULFILLING THE EDUCATIONAL NEEDS OF HOMELESS CHILDREN

by

Harry T. Brown, Jr.

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

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Abstract

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Descriptors: Attendance; Out of School Youth/ Homeless People; Program Development/ Economically Disadvantaged/ Disadvataged Youth; Dropout Prevention/ High Risk Students/ Poverty/ Educational Opportunities; Elementary Secondary Education.

This program describes three objectives that were developed and implemented to help school districts deliver effective educational services to homeless children in two suburban elementary schools. The strategies included an individualized tutorial approach in an attempt to increase daily school atendance among targeted homeless children, a teacher inservice training program and manual to sensitize school personnel to the problems inherent in educating homeless children, and a published homeless project services pamphlet distributed to the providers of social services for the homeless to facilitate better communication with the schools. The evaluative tools to measure the success of those plans included: 1. school attendance records for targeted homeless children which revealed that 91 percent increased daily attendance, 2. pre and posttest results of teacher inservice training which showed that in nine out of 10 areas the participants demonstrated greater knowledge of the academic and social problems unique to homeless children, 3. a published training manual for school and community personnel working with homeless children and youth which proved very successful in the teacher inservice training and, 4. a published pamphlet identifying the services available to homeless children and their families, distributed to homeless project school personnel, community providers of social services for the homeless, and to the families of homeless children and youth in the district. Appendices include a pretest and posttest for inservice training, a training manual for school and community personnel working with homeless children and youth, and a pamphlet which identifies the academic and social services the school district has available to homeless children and their families.

Authorship Statement/Document Release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Harry T. Brewer, Jr.

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Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

CHAPTERS

I. Purpose 1

II. Research and Solution Strategy 16

III. Method 31

IV. Results 44

V. Recommendations 52

Reference List 54

Appendices

Appendix A: Participant Pretest 57

Appendix B: Participant Posttest 59

Attachments 61

I. Homeless Project Services Professional Education Manual

II. Homeless Project Services Team Pamphlet

CHAPTER I

Purpose

Background

Homelessness continues to be a condition that denies the fulfillment of basic human needs. The basic need for shelter -- shelter from adverse climatic conditions and shelter from the demands of a sometimes hostile world -- remains for the homeless an unfulfilled need. Obviously the need for safety and security as well as the need for love, belonging, and esteem also remain unfulfilled for the person who is homeless. However, nowhere are the effects of deprivation of these most basic human needs more acute than in the children of homeless families.

Homelessness in the United States among families with school age children swelled to such proportions over the past ten years that this group became the fastest growing segment in the homeless population. These families were most often headed by single mothers who commonly had no steady source of income. In the cases where the mothers were employed and/or received subsidies from the federal and state government it was still not sufficient income to provide shelter especially in urban areas where there was a severe shortage of low income housing. The situation was further complicated by the significant reduction in both federal and state social service programs during the decade of the 1980's.

Historically, there were certain geographic regions in the United States that have served as magnets for people who were unemployed, low skilled, or otherwise disenfranchised from mainstream America. At the turn of the 20th century, those geographic regions included large urban areas generally located in the industrial northeastern and midwestern United States. Following World War II, however, there began a steady population shift to the Southeast and Southwest so that by the decade of the 1980's, these two geographic locations had become the fastest growing population centers in the United States. The researcher was employed in a state in one of those geographic locations that has not been able to maintain pace providing educational and social services with the escalating population growth.

The researcher's county had been a leader statewide in providing services to the homeless. There had been a history of strong community support and involvement in the development and implementation of programs for the homeless. The homeless shelters in the researcher's county had a reputation for being clean and safe with supportive personnel eager to assist individuals and families. The shelters for the homeless in the researcher's county were identified as either emergency housing, which had a 30 day maximum stay length, and transitional housing, which generally had a maximum length of stay of eight to twelve months.

Homeless families with children were housed in either facility depending upon their circumstances but were most often separated from homeless single people who shared a living space with a roommate.

Not all the homeless live in shelters, however. A significant number of "couch homeless" families exist in America today. The couch homeless are those people who perpetually live with relatives or friends but have no permanent home of their own. After moving around from family to friends, these people overstay their welcome and end up in a homeless shelter. Unfortunately the couch homeless are much harder to identify and assist because school officials are often unaware of their living situation.

The researcher was employed by the school district as the resource teacher for homeless children. The researcher worked closely with the homeless project social worker as the two of them were the only full time district personnel, excluding the homeless project supervisor, who worked particularly with homeless children. The researcher was under contract with the school board but was paid with federal funds especially allocated for the education of homeless children.

The federal government acknowledged in 1987 that discrepancies existed between homeless and housed children in the quality and delivery of educational services. In July of that year, the United States Congress passed the Stewart B. McKinney Homeless Assistance Act which was the

first comprehensive legislation specifically aimed to help the plight of the homeless. Section 103 of the McKinney Act defined the term "homeless" as: "An individual who lacks a fixed, regular, and adequate nighttime residence." That definition included people living in shelters or other places "not designed for, or ordinarliy used as, a regular sleeping accommodation for human beings."

As a result of these landmark legislative acts, definitions of homelessness were finally made uniform, legal barriers to educational services for homeless children such as residency and guardianship issues were removed, and appropriations to state governments were increased to provide direct educational services to homeless children. In 1990, amendments were passed to increase funding for the education of homeless children. In addition, the 1991 reauthorization of the bill required states to spend at least 50 percent of McKinney grant money on tutoring and remedial services to homeless children.

The researcher, as the resource teacher for homeless children, worked four days per week at two elementary schools heavily impacted by the homeless student population. In both schools there were two emergency and transitional homeless shelters that were located in the school zones and therefore fed into the schools. The researcher also worked as an after school tutor for homeless students in kindergarten through twelfth grade.

four days per week, two hours a day at two of the homeless shelters. The elementary schools were selected as work sites for the resource teacher as opposed to the middle or high schools in the same zones because of the larger number of identified homeless children in kindergarten through fifth grade.

At the schools, the researcher's responsibilities included tutoring homeless students in either a one on one or small group setting reviewing materials the classroom teacher recommended. Typically, children who were homeless had changed schools several times and, as a result of their high absentee rate, were behind at least a grade level particularly in reading and mathematics. The lack of permanence in their lives had made it increasingly difficult for homeless children to self start and stay on task at school, complete classwork and homework assignments, focus attention on schoolwork, and bond with adults and children. The researcher attempted to address these problems during the one half hour tutorials at school and during the after school sessions held at the homeless shelters. The researcher conducted seven or eight tutorials a day during school hours with different homeless students. After school dismissal, the researcher consulted with the classroom teachers to review academic and social progress made with the homeless children during the tutorials and to plan future lessons. One full day a week the

researcher was either in schools to which homeless students transfered in order to follow up on students who had moved out of zone or were no longer living in a homeless shelter or was in the district office to update tutorial schedules and meet with the homeless project supervisor and social worker.

The two suburban elementary schools the researcher worked at contained all ability levels in kindergarten through fifth grade including a dropout prevention class of combined fourth and fifth graders. One school had a population of 481 students from lower middle income families where parent occupations were mostly in the service industries, and 51 percent of the student population received free or reduced lunch. The class size at that school averaged 20 students per class. There were 24 full time faculty members, 15 support staff, and the principal was the sole administrator. Eighteen of the 24 faculty members had 10 or more years of teaching experience and eleven teachers had been teaching over 20 years with 18 percent of the teachers having Master's degrees. There were seven retentions at this school last year, two in kindergarten and five in first grade. This school also had a Chapter I classroom with three full time teachers and two paraprofessionals.

In contrast, the other elementary school where the researcher worked, had a population of 331 students from lower income families where

parent occupations were similarly in the service industries but where 73 percent of the student population received free or reduced lunch. The class size averaged 19 students per class. There were 17 full time faculty members, 17 support staff, and the principal was the sole administrator. Seven of the 17 faculty members had 10 or more years of teaching experience with 56 percent holding Master's degrees. There were six retentions at that school last year -- two in kindergarten, two in first grade, and the remaining two in the intermediate grades. This school was also unique in that it served emotionally handicapped kindergarten students, English for Speakers of Other Languages (ESOL) students, and maintained a Chapter I classroom with three full time teachers and two paraprofessionals.

Problem Statement

To deliver effectively educational services to homeless students, certain discrepancies between what was occurring then and what should be occurring must be overcome so that homeless students received the maximum benefits of an education. Those discrepancies included low attendance rates at schools for homeless students when compared to students with housing, an absence of teacher training specifically in the needs of homeless children and the obstacles those students encountered in the educational process, and the failure to have identified the

educational and social services that were available to homeless children in the school district and made this information available to the providers of social services for the homeless. Those discrepancies were addressed so that homeless children could be guaranteed the same quality and delivery of educational services as children who were housed.

One of the factors that remained an obstacle for homeless children to have received quality educational services was their high absentee rate. According to a U.S. Department of Education report as cited by Wells (1990), there were 220,000 homeless school age children and less than half of them attended school regularly. The National Coalition for the Homeless suggested that 57 percent of the nation's homeless children did not attend school regularly and the U.S. Conference of Mayors reported that 43 percent of the homeless school age children did not attend school at all (Moyer, 1990).

Some of those homeless children were absent from school because they were perpetually moved from one place to another. Lorch, as cited by Saltz and Trubowitz (1992), found that two-thirds of homeless children transferred to different schools at least once after becoming homeless and one-third transferred two to six times. However, the majority of the absenteeism among homeless children was relatively short termed. Wood, as cited by Mihaly (1991), discovered that only 17 percent of homeless

children missed an excessive amount of school - more than three weeks of school in three months. Obviously those school transfer and absentee rates were still too high for most homeless children to have been successful at school. The absentee rates among homeless children in the researcher's state were also high with 3,176 or 28 percent of the state's homeless children not attending school regularly or at all (Castor, 1991).

Even though there was a dramatic increase in the number of homeless children nationally, at the state levels and locally there was still an absence of teacher training in the educational and emotional needs of homeless children and how to meet those needs in the classroom setting. Russell and Williams as cited by Helm and Stronge (1991:216) reported that the physical and environmental factors associated with being homeless could be a "breeding ground" for emotional disturbances and behavorial problems because of inadequate living conditions. Eddowes and Hranitz (1989:17) echoed similar concerns and reported that "research shows that homeless children may experience difficulty with language, sustained attention to task, and physical coordination as well as developmental delays and severe depression or anxiety." It was recommended by Eddowes and Hranitz (1989), that homeless children in particular needed teachers who created a stable and nonthreatening classroom environment for them to have been successful in school. Those

kinds of teachers were likely to have been even more scarce when research indicated that homeless children were often labeled "emotionally disturbed" or "retarded" by their teachers because the homeless were a year or two behind in their grade (Kosof, 1988).

The fact that homeless children were doing poorly in school was likely to be a surprise to no one, but the magnitude of the problem was alarming. Leslie (1989) identified research in Massachusetts which reported that 41 percent of the homeless school age population in that state were failing or doing below average work, 50 percent had repeated a grade, and 25 percent were in special needs classes. Lorch, as cited by Saltz and Trubowitz (1992), were more specific identifying the areas in which homeless students were behind; 70 percent were below grade level in mathematics and over 50 percent read below grade level. Apparently, homeless children needed teachers who were more sensitive and better trained to have effectively provided quality education to them. Helm and Stronge (1991) and Wells (1990) all strongly advocated the need for teacher inservice training as a means for school personnel to become aware of and to meet the educational and emotional needs of homeless children.

Communication between the school system and the providers of social services for the homeless was vital to the academic and emotional

success of homeless children in school. The lines of communication must also have been extended to the families of homeless children so as to have engendered their trust and encouraged support of their children's education. Eddowes and Hranitz (1989) recommended that more effective lines of communication be established between the social service agencies and the schools in order to improve the quality of services provided to children of homeless families. Helm and Strong (1991) suggested that greater cooperation between school districts and social service agencies could be achieved by sharing information on programs that both found beneficial to homeless children. Fike (1991) reported that in the elementary schools the greatest need for educating homeless children was better communication between the providers of social services for the homeless and the schools.

The probable causes for homeless students not to have achieved success in school and the effects of poor achievement had perilous consequences for the homeless student. Without the stability of a permanent home, meaningful education became a difficult but not impossible task. The first priority was getting homeless children to school and then regularly attending school. But the causes underlying the problems of homeless children's high absentee rates, besides the transient nature of homelessness, was that those children had not bonded with

adults or other children at school. It was clear that the lack of bonding occurred from fear of loosing those ties when moved again or because no one at school had taken time for individual attention to have elicited their participation or encouraged their success at school. The homeless child was virtually guaranteed failure in future endeavors without an education which also had serious effects on the community and society as a whole.

It was probably fair to conclude that the lack of teacher training in the issues of educating the homeless stemmed from ignorance: ignorance of the pervasive qualities of homelessness and ignorance of the magnitude of the problem in even middle income school districts. It was also likely that the issue had been overlooked in teacher training because of the political and sometimes controversial nature of determining what issues should be included in district inservice training. What was clear however, was that homeless children were academically and often emotionally behind their peers and if those effects were to stop, teachers themselves must be better educated to address the problems of teaching homeless children.

If teachers needed to be better trained about educating homeless children, the school districts needed to facilitate better communication with the providers of social services for the homeless to bridge the gap between educational services and those who needed them. It was likely

that it had not been done in a coordinated effort before because of a lack of personnel and financial resources. The effects of that lack of communication between educational and social service providers resulted in resources being wasted or not taken advantage of because those who needed those resources did not know that they existed. Another reason for the lack of communication between agencies and the homeless could very well have been the stigma that had traditionally been associated with homelessness. Those who were homeless might have had difficulty asking for help, and when they did reach out, they did not know where or how to get the resources they needed.

In conclusion, there were discrepancies between what was occurring then and what should be occurring to have effectively educated targeted homeless children. Targeted homeless children had a high absentee rate, no provisions for teacher training in the issues and practices of educating homeless children were in place, and no published materials identifying what educational and social services the researcher's school district had available for targeted homeless children existed. What should have occurred to have educated effectively homeless children was: 1. to have increased targeted homeless children's daily attendance at school, 2. to have developed a training manual and implemented teacher inservice training, 3. to have identified the educational and social needs of targeted

homeless children, and published a pamphlet to specify the educational and social services the district had available for targeted homeless children in order to facilitate better communication between the school district and the providers of social services for the homeless.

Outcome Objectives

After a careful and thorough review of the problems homeless children encountered in school, the researcher developed three outcome objectives to address persistent problems that occurred in the delivery of educational services to homeless children. The researcher decided that the first objective needed to address the problem of the high absentee rate among homeless children: 1. Over a period of 12 weeks, 75 percent of targeted homeless children in elementary school would have demonstrated improved daily attendance by 10 percent as measured by school attendance records.

It was evident to the researcher that the problems the homeless students had in school achievement might have been related to the lack of teacher sensitivity and training. The second outcome objective was directed towards meeting that end: 2. Over a period of 12 weeks and after district inservice training, school personnel would become sensitized to the needs and problems inherent to the education or targeted homeless children as measured by the participant pretest and posttest

(Appendices A and B). A training manual would also have been developed and implemented by the district homeless project team for training of district personnel in the delivery of educational and social services to targeted homeless children.

Since the lack of communication between school districts and the providers of social services for the homeless was identified as a problem for the education of homeless children, the third outcome objective was designed to address that need: 3. Over a period of 12 weeks, a pamphlet specifying the educational and social services available to targeted homeless children in the school district would have been published and distributed to district homeless project personnel and families of homeless children as measured by the publication of the district homeless project services pamphlet.

CHAPTER II

Research and Solution Strategy

Review of Research

Theories regarding why homeless children were not regularly attending school must begin with theories as to why families became homeless in the first place. One of the major reasons for homelessness in America discovered in the research was a lack of affordable or low income housing. According to Kosof (1988), federal assistance for housing during the Reagan administration dropped substantially from 29 billion in 1980 to eight billion in 1986. Stegman, as cited by Bassuk (1991), reported that between 1980 and 1987, the federal government reduced its budget for the construction of new public and Section 8 housing from about 173,249 to 12,224 apartments. Even with the drastic cuts in federal spending on the construction of new housing sites, there was still substantial federal money available to households for Section 8 housing. However, single parent families had a particularly difficult time receiving that money because of the two month time restriction to find housing that met the federal rent subsidy guidelines which required that the residence be leased at the "fair market value" and therefore those families that missed the time limitation had to forego benefits (Miller, 1991). As a result,

single parent families were at a greater risk of becoming homeless.

The lack of low income housing was only one of the major obstacles to educating homeless children and youth in the researcher's state. From July of 1989 to September 1992, the state lead the nation in its growth of Aid to Families with Dependent Children (AFDC) and ranked second in food stamp growth behind a U.S. territory recently ravaged by a typhoon (Sokol, 1993). The profile of a welfare recipient in the researcher's state matched the profile of many of the homeless nationwide. The head of household was a White, single mother of two, high school educated, who if employed, earned only between $5,000 and $10,000 last year (Sokol, 1993). Therefore, lack of affordable housing coupled with record amounts of AFDC and food stamp applications in a low wage state created a situation which made even the homeless more transient.

There was also a theory proposed by Miller (1991) that homeless people were discriminated against because of prejudices about homelessness. Those prejudices identified the homeless as "on the fringes of criminality," living a debauched life absent of any close personal ties, characterized as mentally ill, vagrants, runaways, or at least presumed to be failing or having a weakness that had put them out of a home (Miller, 1991). It was entirely possible that many housed people had a similar stereotype of the homeless person and which could have

affected the delivery of educational and social services to homeless children. Leslie (1989) reported that, although many school districts created special outreach and enrichment programs for homeless children, most districts made no special effort to find them.

Finally, another theory suggested that the federal legislation passed by Congress to provide direct educational services to homeless children was never adequate. According to Helm and Stronge (1991), "the McKinney Act is neither written nor funded to be regulatory or seriously enforced; and it is not sufficiently funded to motivate apathetic or reluctant state officials into compliance." This theory was particularly disturbing to the researcher whose state had a disproportionate number of homeless children. In a study conducted by Fike (1991), there were 3,657 homeless children on a given day in the researcher's state, but if the state had an even share of the nation's homeless children, considering the fact that the state had 3.7 percent of the nation's school age population, the number should have been about 2,700. The researcher's county ranked second in the state for total number of homeless children in 1991 at 2,086 (Castor, 1991). With the significant number of homeless children in the researcher's state and county, it appeared imperative that school districts begin to address the educational and social needs of homeless children.

The solutions for meeting the housing needs of low income Americans rests with the federal, state, and local governments. Low income families need permanent housing at an affordable rate as opposed to temporary housing in homeless shelters and hotels. One way this could be accomplished was by renovating federal, state and city owned properties and creating affordable housing in those buildings. This would require the financial support of the citizenry but would save money over the long term in resources not spent on welfare.

Solutions for curbing and eventually ending the dramatic increase in AFDC and food stamp applications is also a responsiblity of the federal, state and local governments but only with the support of the voters. The researcher's state in particular must make a commitment to raising enough revenue to meet adequately the challenges of providing educational and social services to low income families. If not, it is likely that the increase in poverty would only continue as would the number of homeless families.

After much discussion with the principals of both targeted elementary schools, it was evident that their descriptions of the high absentee rates among homeless students were in accordance with the statistics quoted in the research. One solution put forth by Eddowes and Hranitz (1989:17) suggested returning classrooms to the "one room school" model with the

emphasis on peer teaching to assist in the delivery of educational services. One advantage of this approach would have been that the targeted homeless student would have had one on one individualized attention without further taxing the classroom teacher. In addition, the other students would also have benefited from peer teaching by actively engaging in the educational process.

Although that solution would have assisted the targeted student in class, the teacher also needed training in effective teaching techniques to better construct learning environments where homeless children would achieve and be more likely to attend school regularly. Substantial research suggested inservice training for teachers of homeless children to better prepare them to teach targeted populations successfully. Johnson and Wand (1991) identified Massachusetts, Maryland, and Pennsylvania as states where specific recommendations had been made for inservice training for teachers of homeless students as one solution for increasing attendance and achievement rates at school. It was suggested to the researcher by the practicum advisor that a training manual for presenters also be developed to assure adequate and consistent training of homeless project personnel.

Another solution for meeting the educational and social service needs of targeted homeless children involved identifying the resources available

in the school district and communicating those services to the providers of social services for homeless families. Johnson and Wand (1991), reported that the coordinator for homeless projects in Maryland had published and distributed two brochures depicting the services available to the homeless in that state. Locally, the homeless project social worker suggested to the researcher that a pamphlet identifying services available to targeted homeless children in the school district needed to be developed and distributed to facilitate better communication between the schools and the social service providers.

The researcher investigated the research regarding the use of higher level thinking skills with targeted homeless children. Although no specific literature on that topic was discovered, it appeared that homeless children could process higher level thinking skills only after the basic needs of shelter, safety, and security were fulfilled. Once housed in at least a temporary shelter and attending school regularly, it would be appropriate to integrate higher level thinking skills into the homeless child's grade or skill level curriculum.

Several programs in the United States for educating homeless children had proven successful. Johnson and Wand (1991), discussed after school tutorial programs in Arkansas and Colorado where targeted homeless children received up to five hours per week of individualized instruction

from volunteer and salaried tutors. The after school tutoring programs were the common denominator in the states that received federal McKinney grant funds. Not only were these programs proven successful in helping targeted homeless students achieve better academic results in school, but the individualized instruction also appeared to have had a positive influence on raising the students' self concepts.

The greatest number of homeless school age children in America were found in New York City where the various school districts within the city had developed the most comprehensive model for providing educational and social services to homeless children in the nation (Stronge and Tenhouse, 1990). The New York City Public Schools had implemented a mainstreaming approach to educating homeless children that included services for family intake and record managment, school placement and registration, transportation, and attendance reporting and monitoring (Stronge and Tenhouse, 1990). This extensive network linking schools and social service providers was impressive not only in design but also in results. According to Stronge and Tenhouse (1990), this program which was initially limited to a small number of schools with a high number of homeless students in 1986, was expanded to include all 32 community school districts in all grades by 1989. The same program identified "improvement of homeless students' attendance and achievement" as well

as establishing "linkage between district/school staff, parents, and hotel/shelter personnel" as specific needs for homeless children (Stronge and Tenhouse, 1990:30).

To meet the recreational as well as the academic needs of homeless children, Boys Harbor in New York City provided after school time for play, homework, and dinner (Kosof, 1988). Despite its name, the after school program was open to both male and female homeless children who were picked up at the shelter or hotel by bus and taken to Boys Harbor to complete homework, engage in recreational activities, all supervised by teachers (Kosof, 1988). This appeared to be an ideal program because targeted homeless children had an opportunity to play in a safe environment, make friends, and thereby have some sense of continuity in their lives. The only drawback was that although the program was underwritten by city, state, and private grants, there was still insufficient funding for all homeless children in New York City to attend Boys Harbor.

Another innovative program for providing educational and social services to homeless children in New York City was at Queen's College. The faculty in cooperation with homeless social service providers, developed a "Big Buddy" program that paired a college student with a targeted homeless youngster and the two spent one full day each weekend

together sharing mutually agreed upon educational, recreational, or cultural activities (Saltz and Trubowitz, 1991). This dynamic approach to blending volunteerism with social action provided homeless children with a "mentor who would serve as friend, educational and cultural guide, confidant, and role model" (Saltz and Trubowitz, 1990:551). The homeless children were not the only people to benefit from this program, the college students developed very strong bonds with their "buddies," and many maintained weekly contact even after the program was over.

A similar program on a smaller scale was developed in Nebraska with a local university. In this program the emphasis was primarily on after school tutorials where the educational environment was designed to address the unique intellectual, emotional, and social needs of homeless children (Johnson and Wand, 1991). The individualized attention by positive role models apparently fostered higher self esteem among the targeted homeless children and the university students also reported a greater sense of awareness and sensitivity to the plight of homeless people as a result of the program.

The pairing of college students and homeless children for individualized attention had proven very successful in helping the targeted homeless students and the volunteers have a greater sense of self worth. In San Diego, California, Harbor Summit School for homeless children in

kindergarten through eighth grade had a foster grandparent program where each targeted homeless child had an adopted grandparent who provided personalized attention while the child was enrolled in the program (Stronge and Tenhouse, 1990). The school district provided three full time teachers and three assistants who developed an individualized instructional program based on the particular strengths and needs of each homeless student.

New York City and San Diego are only two large urban areas with a high percentage of homeless children. City Park School in Dallas, Texas, was another inner city school grappling with the combined effects of poverty, mobility, and homelessness on student attendance and achievement (Gonzalez, 1990). However, it was the homeless students who were the catalyst in bringing together resources from the community to help the entire school population (Gonzalez, 1991). At City Park, a successful partnership between the school and community was formed which included a local radio station that adopted the school and collected toys and clothing for the children at Christmas, a local church that helped write a $40,000 grant for playground equipment and donated money for a college scholarship fund for graduates of City Park (Gonzalez, 1991). The school principal credited the success of the program to the active participation of the community advisory group composed of parents, local business

people, police department officials, and representatives from the local churches who together helped the faculty develop a thorough and coordinated procedure for orientation of all new students (Gonzalez, 1990).

The state of Oregon had also instituted partnerships, but in this case it was a partnership between the Salem-Kaiser Homeless Student Liaison and the Salem Outreach Shelter (Johnson and Wand, 1991). In this program the emphasis was on the "whole family" approach where the combined efforts of the school and shelter staff built a "team" around the targeted homeless student by providing educational and social services to both the children and parents. It was the consensus of the school and shelter staff that the homeless children were more likely to be successful in school if the parents were also provided services so they could be more actively involved in providing the attention, support, and pressure for academic achievement.

Finally, Johnson and Wand (1991), reported a more comprehensive model of this program in Washington state called "Kids Organized On Learning In School" (KOOL-IS). The KOOL-IS program was a school based intervention partnership that involved homeless shelters, public social service agencies, and charitable community organizations. The B. F. Day school had a magnet program for homeless children in the district. The

school district provided transportation to B. F. Day regardless of where the children lived or moved which thereby increased the likelihood of continuity of educational and social services to homeless children. The KOOL-IS program also helped families find affordable housing. When a family found help through the children's schools, then continuity at the school became a higher priority.

Solution Strategy

The first problem the researcher identified in the review of research was the absentee and non-attendance rates of homeless children in school. The researcher's solution strategy for reducing homeless children's absentee and non-attendance rates from school involved providing individualized tutoring in school for targeted homeless students. The researcher would work with each targeted homeless student for one hour per week on material that they were covering in class. The anticipated result was that targeted homeless children would attend school more regularly as a result of the individualized attention.

The researcher was inspired by the results of several authors who tried this individualized attention model for increasing targeted homeless students' attendance rates at school. To begin with, Saltz and Trobowitz (1991), and the successful results of the "Big Buddy" program at Queen's

College. Although the researcher did not have the resources of volunteer college students to help implement this strategy, the researcher believed that the one on one attention at school would achieve the same educational results. Secondly, Johnson and Wand (1991), paired university students and homeless children. Once again, the researcher believed that the pairing of the resource teacher and targeted homeless children would improve daily attendance at school even though each targeted homeless student would not have its own individual mentor. Finally, the successful strategy cited by Stronge and Tenhouse (1990), and the "Adopt a Grandparent Program" in San Diego, California. In all of these cases, targeted homeless students showed improvement in self esteem and school achievement if not also improved school attendance. The researcher anticipated that these results would be consistent with this targeted group of homeless children.

The second problem the researcher identified in the review of research was the lack of teacher training as to how to deliver effective educational services to targeted homeless children. This problem was particularly acute in the researcher's school district where inservice training for teachers was not presently available on topics related to homelessness or the educational obstacles homeless children encountered in school. Since there had been no training for teachers in this field in the district, there

was also no outline or manual on the topic available for potential trainers.

The researcher was inspired by the work of the New York City Public Schools and the reported "mainstreaming" approach to educating homeless children as reported by Stronge and Tenhouse (1990). In that successful program, training of district personnel in the educational ramifications of homelessness was indicated as essential. Johnson and Wand (1991), also reported that teacher training was essential to the success of a district program to educate the homeless. In Massachusetts, there were two statewide inservice training sessions for teachers of the homeless each year (Johnson and Wand, 1991). The researcher believed that teacher training in the educational needs of homeless children must become an integral step in the district commitment to educate effectively homeless children.

The third problem the researcher identified in the review of research was the lack of communication between the schools and the providers of social services for the homeless explaining what services the districts had available for homeless children. This problem also occurred in the researcher's school district because no pamphlets or brochures yet existed there either. The researcher was inspired by Johnson and Wand's (1991) report of the Maryland "Helping Hands" homeless program which produced two brochures identifying the services they had available for

homeless children. The researcher consulted the district supervisor for the homeless project and determined that sufficient funds existed for printing a similar brochure or pamphlet in the school district.

Stronge and Tenhouse (1990) also reported that attendance and school achievement for homeless children improved as a result of better communication between the educational and social service providers. One of the ways that the communication gap could be overcome was the publication of a district homeless project services pamphlet detailing the educational and social services available to homeless children in the county. The results of the school and community partnerships discussed by Gonzalez (1990 and 1991), were an excellent model for better educating targeted homeless children. However, for that model to have fully become a reality in the researcher's school district there first had to be a listing of the services presently available to homeless children before the district could begin to elicit needed community partnerships.

CHAPTER III

Method

The first solution strategy was to provide targeted homeless students with individualized tutorial attention in order to increase daily school attendance. The school attendance of targeted homeless children was recorded daily and updated weekly during the 12 week implementation program. The content and anticipated outcomes of the tutorials were identified in the 12 week implementation plan.

WEEK ONE:

1. Researcher identified targeted shelter homeless children in both elementary schools by examining school records of home addresses.

2. Researcher identified targeted "couch" homeless children in both elementary schools by interviewing school personnel.

3. Researcher collected baseline attendance data from each elementary school for targeted homeless children.

WEEK TWO:

1. Researcher collaborated with teachers of targeted homeless children in each school and constructed a two day per week pull out schedule for individualized support. The researcher and classroom teachers also reviewed academic and social profiles of targeted homeless students.

2. Researcher met individually with each homeless student and facilitated introductions, reviewed tutorial schedule, and identified any urgent school or family related concerns the student had.

WEEK THREE:

1. Researcher consulted classroom teacher to determine reading level of targeted homeless student.

2. Researcher tutored targeted homeless student in reading skills as student read aloud to researcher from student selected material.

3. Researcher tutored targeted homeless student in reading comprehension from material read aloud.

WEEK FOUR:

1. Researcher reviewed with targeted homeless student the material studied during the previous week.

2. Researcher tutored targeted homeless student in reading skill as student read aloud to researcher from apppropriate grade or skill level reading text.

3. Researcher tutored targeted homeless students in reading comprehension from material read aloud.

WEEK FIVE:

1. Researcher and classroom teacher identified a critical thinking skill such as decison making or problem solving that was applied to the

material in the given reading text and developed an appropriate activity.

2. Researcher reviewed with targeted homeless student the material studied during the previous week.

3. Researcher tutored targeted homeless student in reading skill as student read aloud to researcher from appropriate grade or skill level reading text.

4. Researcher tutored targeted homeless student in reading comprehension from material read aloud.

5. Researcher had targeted homeless student complete paper and pencil critical thinking skill activity that the researcher and classroom teacher developed.

WEEK SIX:

1. Researcher reviewed with targeted homeless student the material studied during the previous week.

2. Researcher tutored targeted homeless student in reading skill as student read aloud to researcher from grade appropriate subject text (e.g. social studies, science, health, etc.).

3. Researcher tutored targeted homeless student in reading comprehension from material read aloud.

WEEK SEVEN:

1. Researcher reviewed with targeted homeless student the material

studied during the previous week.

2. Researcher tutored targeted homeless student orally in appropriate grade or skill level mathematic facts.

3. Researcher had targeted homeless students complete paper and pencil application of orally reviewed mathematics facts.

WEEK EIGHT:

1. Researcher and classroom teacher identified one operation (i.e. addition, subtraction, multiplication, or division) in which the targeted homeless student needed skill improvement.

2. Researcher reviewed with targeted homeless student the material studied during the previous week.

3. Researcher reviewed the identified operation orally with targeted homeless student.

4. Researcher had targeted homeless student complete pencil and paper application of operation review.

WEEK NINE:

1. The researcher and classroom teacher identified two operations used in combination (e.g. addition and subtraction or multiplication and division) in which the targeted homeless student needed skill improvement.

2. Researcher reviewed with targeted homeless student the material studied during the previous week.

3. Researcher reviewed identified operations orally with targeted homeless student.

4. Researcher had targeted homeless student complete paper and pencil application of operations review.

WEEK TEN:

1. Researcher collaborated with classroom teacher and applied critical thinking skills to mathematics activities appropriate to each grade level (e.g. kindergarten, comparing and measuring numbers zero through twelve; grades one and two, counting money and telling time; grade three, measuring capacity and weight; grade four, solving practical applications of geometry; and grade five, solving ratio and probability problems).

2. Researcher reviewed with targeted homeless student the material studied during the previous week.

3. Researcher provided an appropriate grade or skill level mathematics critical thinking activity for targeted homeless student.

WEEK ELEVEN:

1. Researcher consulted classroom teacher and determined level of writing expertise (i.e. handwriting for kindergarten through second grade; writing style and content for third through fifth grade) of targeted homeless student.

2. Researcher encouraged targeted homeless student to write an original response to a given problem appropriate for age and skill level applying the critical thinking skills of problem solving and decision making to the solution.

3. Researcher reviewed writing sample and worked with targeted homeless student through the editing process.

4. Researcher tabulated the 12 week attendance logs of targeted homeless students ano verified results with school records.

5. Researcher submitted the 12 week attendance results of targeted homeless students to both elementary school principals and faculties, to homeless project supervisor, and to district supervisory personnel responsible for the delivery of educational services to targeted homeless children.

The second solution strategy was to create and publish a training manual for the district homeless project team therefore providing an outline and content for teacher inservice training in the educational needs of homeless children. The researcher and homeless project social worker created the training manual and conducted the inservice training. The homeless project supervisor monitored the progress as well as reviewed each stage of the training manual and inservice program.

WEEK ONE:

1. Scheduled inservice training with district supervisory personnel.

2. Secured time and location of inservice training with district supervisory personnel.

3. Met with homeless project social worker and developed plans for creating the training manual and inservice program.

WEEK TWO:

1. Met with homeless project supervisor and social worker and developed title and program description for inservice training manual and program.

2. Submitted title and description of inservice training program and manual to district supervisory personnel.

WEEK THREE:

1. Met with homeless project social worker and reviewed current literature and data on homelessness on the federal, state, and local levels.

2. Met with homeless project supervisor and social worker and brainstormed ideas and strategies for the design, content, and implementation of training manual.

WEEK FOUR:

1. Met with homeless project supervisor and social worker and brainstormed ideas and discussed materials for the inservice training program.

2. Met with homeless project social worker and developed first draft proposal for training manual.

WEEK FIVE:

1. Met with homeless project social worker and developed first draft proposal for inservice training program.

2. Submitted first draft proposal for training manual to homeless project supervisor for review.

WEEK SIX:

1. Met with homeless project supervisor and social worker and discussed supervisor's evaluation of first draft proposal for training manual.

2. Met with homeless project social worker and implemented changes suggested by supervisor and created second draft proposal for training manual.

3. Submitted first draft proposal for inservice training program to homeless project supervisor for review.

WEEK SEVEN:

1. Submitted second draft proposal for training manual to homeless project supervisor for approval.

2. Met with homeless project supervisor and social worker and discussed supervisor's evaluation of first draft proposal for inservice training program.

3. Met with homeless project social worker and implemented changes suggested by supervisor and created second draft proposal for inservice training program.

WEEK EIGHT:

1. Submitted second draft proposal for inservice training program to homeless project supervisor for approval.

2. Began putting together necessary handout and presentation materials for inservice training program.

WEEK NINE:

1. Finished production of necessary handout and presentation materials for inservice training program.

2. Met with homeless project social worker and reviewed program itinerary and facility limitations where inservice training was scheduled to convene.

WEEK TEN:

1. Conducted inservice training program with homeless project social worker utilizing the training manual and following the program approved by homeless project supervisor.

2. Tabulated data and wrote up the results of the participant pretests and posttests (Appendice C).

WEEK ELEVEN:

1. Met with homeless project social worker and evaluated the training manual and assessed the strengths and weaknesses of the inservice training program as evidenced by the results of the participant pretests and posttests.

2. Met with the homeless project social worker and prepared a final report evaluating both the training manual and inservice program.

WEEK TWELVE:

1. Presented to homeless project supervisor final evaluation of training manual and inservice program which included revisions of training manual as identified by researcher, homeless project social worker, and recommendations elicited from the results of the participant pretests and posttests.

The third solution strategy was to create and publish a homeless project services pamphlet to facilitate better communication between the school district and the providers of social services for the homeless. The researcher created the pamphlet with input from the homeless project supervisor and social worker, local directors or homeless shelters, and district supervisory personnel responsible for the delivery of educational and social services to targeted homeless children. The homeless project supervisor monitored the progress of this solution strategy during each

phase of the 12 week implementation program.

WEEK ONE:

1. Scheduled meeting with district personnel responsible for the delivery of educational services to targeted homeless children.

2. Scheduled meeting with district personnel responsible for the delivery of social services to targeted homeless children.

WEEK TWO:

1. Met with homeless project supervisor and discussed printing cost, design, and format of proposed district homeless project services pamphlet.

WEEK THREE:

1. Met with district supervisory personnel responsible for the delivery of educational services to targeted homeless children.

2. Met with district supervisory personnel responsible for the delivery of social services to targeted homeless children.

WEEK FOUR:

1. Compiled information on educational and social services available to targeted homeless children in school district.

2. Selected most pertinent information on educational and social services available to targeted homeless children in school district and wrote first draft proposal for district homeless project service pamphlet.

WEEK FIVE:

1. Submitted first draft proposal for district homeless project services pamphlet to homeless project supervisor and social worker.

WEEK SIX:

1. Implemented changes in proposal suggested by homeless project supervisor and social worker and created second draft proposal for district homeless project services pamphlet.

WEEK SEVEN:

1. Submitted second draft proposal for district homeless project services pamphlet to homeless project supervisor and social worker for approval.

WEEK EIGHT:

1. Submitted second draft proposal for district homeless project services pamphlet to both educational and social services district supervisory personnel responsible for targeted homeless children for review.

WEEK NINE:

1. Implemented changes suggested by district supervisory personnel and homeless project services team and created third draft proposal for district homeless project services pamphlet.

WEEK TEN:

1. Submitted third draft proposal to supervisor of homeless project for approval.

WEEK ELEVEN:

1. Submitted final draft of district homeless project services pamphlet to printing facility for printing.

WEEK TWELVE:

1. Presented published copy of district homeless project services pamphlet to both district supervisory personnel responsible for educational and social services for targeted homeless children, to homeless project supervisor and social worker, and to directors, staff, and families in local homeless shelters.

CHAPTER IV

Results

The individualized tutorial attention strategy designed to improve targeted homeless children's attendance rates at school was evaluated by comparing official attendance records before and after the 12 week implementation program. The classroom teachers' record books and the school computer records were the official account of targeted homeless children's attendance rates. The attendance was recorded daily and updated weekly by the researcher.

The objective was that over a period of 12 weeks, 75 percent of targeted homeless students in elementary school would have demonstrated improved daily attendance by 10 percent. The attendance results of the (remaining) targeted homeless students in elementary school demonstrated the following: 36 percent met the objective and improved daily attendance by 10 percent; 55 percent improved daily attendance but by less than 10 percent; nine percent showed no significant improvement in school attendance; and finally, there were no students whose attendance rates declined during the 12 week study. Of the students whose attendance rates increased by less than 10 percent, all 55

percent demonstrated perfect attendance during the 12 week implementation, an increase of an average of three percent.

The attendance results were based on the remaining 33 percent of the targeted students still homeless after 12 weeks. Even though 67 percent of the initial target group of homeless elementary school children found housing during the implementation program it was likely that the attendance rate results would not have been significantly skewed in either direction had they not moved. It appeared that most elementary school age homeless children either attended school as regularly or more often than their housed classmates (e.g. the 55 percent of targeted homeless students who demonstrated perfect attendance for 12 weeks) or they were excessivley absent (e.g. 18 percent of the students who found housing during the implementation program were absent from school from between 44 and 51 percent of the time).

The researcher concluded that while the individualized tutorials were generally successful in increasing targeted homeless students' attendance rates, the tutorials were extremely successful in communicating to the students a sense of self worth and personal importance. It was evident to the researcher how excited and enthusiastic the students were when it was THEIR time to go with THEIR tutor. The teachers reported that the students felt important being chosen to work individually with the

researcher and the parents reported that the children looked forward to doing homework and sharing life events (e.g. the family move, a lost tooth, an "A" on a spelling test, etc.) with the researcher.

There were two first grade teachers who reported that after the 12 week study two students demonstrated measurable academic improvement as a direct result of the individualized tutorials. One student showed gains in arithmetic skills (addition and subtraction) and the other increased to grade level proficiency in reading. Both students were substantially behind their peers when the researcher first began the tutorial sessions. Similar to most of the homeless students in the target group, there was no help available to them at home with schoolwork and both students were unable to stay after school; therefore, the teachers credited the individualized tutorials for the marked academic improvement since the increased proficiency the students demonstrated began after the researcher initiated the tutorials.

The researcher believed three factors were responsible for the success of those particular students: 1. The high degree of enhusiasm displayed by both the classroom teachers and the targeted homeless students, 2. The nature of the individualized attention those younger children from multisibling families received two days a week for 30 minutes and, 3. The fact that the researcher worked exclusively on arithmetic with one

student and on reading with the other for 12 weeks even though the implementation plan called for a varied curriculum which the researcher used successfully with the other students in the target group. These two students, however, needed the repetition of focusing on the same curriculum content each tutorial session.

It was evident to the researcher that the problems homeless students had in school achievement might have been related to the lack of teacher sensitivity and training. The second outcome objective was directed towards meeting that end: Over a period of 12 weeks and after district inservice training, school personnel would become sensitized to the needs and problems inherent to the education of targeted homeless children as measured by the participant pretest and posttest (Appendices A and B). The researcher and the homeless project social worker evaluated the training manual and found that the material was very effective in communicating to the participants the needs and problems that homeless children encountered in school as well as strategies to address those problems. However, the homeless project supervisor believed more information was needed in the manual to inform inservice participants about: 1. the locations of the various homeless shelters, and 2. a checklist of the student records parents were required to submit for school registration. The researcher and the homeless project social

worker concurred and revised the manual to include that information.

The inservice training was evaluated by the results of the participant prestests and posttests. It appeared that the training was very successful in educating and sensitizing the participants to the issues of homelessness and education. The results of the participant pretest and postest questions were plotted on a line graph (Figure 1). An examination of the posttest results revealed that after inservice training, the participants agreed in nine out of ten questions that they knew more about the issues of homelessness, the academic and social problems unique to homeless children, and the referral process for homeless students to the academic and social services provided by the district.

A closer look at the posttest results indicated that significant change occurred in three areas indicated by questions two, seven and 10 (Figure 1). In question two, the participants were asked, "I feel I know enough about homelessness to effectively teach homeless children in my class." The posttest results showed that the average response changed from "somewhat disagree" to "agree". In question seven, the participants were asked, "I am aware of the academic problems unique to homeless children." Again the posttest results showed a gain from "disagree" to "agree". However, the greatest improved result was evidenced in question 10. In question 10, the participants were asked, "I am aware of the services

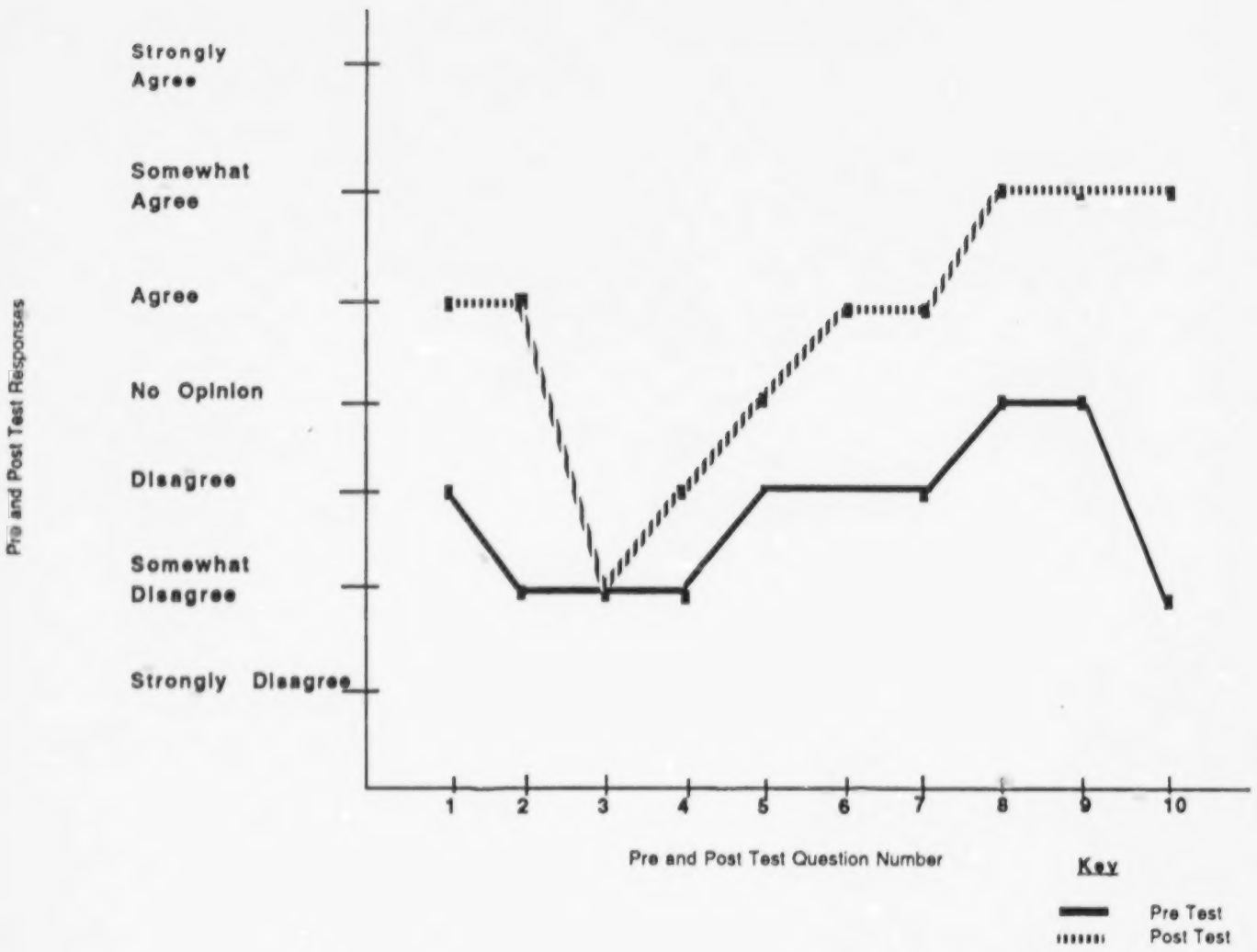

Figure 1:

Participant pre and posttest results from inservice training program

homeless shelters provide in my community." The posttest results indicated a change from "somewhat disagree" to "somewhat agree".

The only area where no significant change was shown from the pretest to the posttest was in question three. In question three, the participants were asked, "Homelessness is not an issue that impacts my class or my school." The researcher believed that the failure of the participants to understand that homelessness **is** an issue that impacts their class and their school happened because: 1. The concept of "couch homeless" was not clearly defined enough for the participants to imagine their students in that situation and, 2. The researcher illustrated the breadth of student homelessness in the county and identified several schools at each level (elementary, middle and high) that had homeless shelters in their school zones. The participants may have concluded that if they did not live or teach in those areas, then homelessness did not affect them.

Since the lack of communication between the school districts and the providers of social services for the homeless was identified as a problem for the education of homeless children, the third outcome objective addressed that need: Over a period of 12 weeks, a pamphlet specifying the educational and social services available to targeted homeless children in the school district would have been published and distributed to district homeless project personnel and families of homeless children as

measured by the publication of the district homeless project services pamphlet. Since the creation of the pamphlet was a cooperative effort between school district personnel and the providers of social services for the homeless, the process itself improved communication and expressed common goals between the two agencies. However, the long term success of the published pamphlet in fostering better communication between school district personnel and the providers of social services for the homeless will be determined in how well coordination of efforts and services are accomplished in the future.

CHAPTER V

Recommendations

The homeless project in the researcher's school district is federally funded with the specific mandate to provide educational services to homeless children. To provide educational services effectively to homeless children, the teacher(s) must be at the school on a daily basis to provide continuity of services to the children and to the other teachers. Therefore, the researcher recommends that there be one resource teacher per school in those schools most impacted by student homelessness. If funding is limited, it is better to have one full time teacher in one location than to take that teacher and divide tutorial services between two or more schools.

As long as federal and state funding remains constant, so will the delivery of educational and social services to homeless children. However, should the funding be significantly reduced or eliminated, the researcher recommends that the school district absorb the cost of providing for educational and social work services to homeless children and youth.

The homeless project personnel in the researcher's school district will continue to implement effective tutorial services, inservice training, and

the published training manual and pamphlet. The strategies implemented by the researcher could be applied to any school or district that has homeless students and has made the commitment to address its unique educational and social needs. The researcher will make available the results of the targeted homeless children's attendance data, the training manual and inservice training program, and the homeless project services pamphlet to the coordinators of federal and state departments for homeless education and services. The researcher will also share the results and printed materials with school administrators, directors of homeless shelters, school and community groups when making presentations on educating the homeless.

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APPENDICES

APPENDIX A:

HOMELESS PROJECT INSERVICE TRAINING

PARTICIPANT **PRETEST**

Directions: Please read each question carefully and ciricle the number of the response that most accurately reflects your opinion.

Please resond:
7 = Strongly Agree
6 = Somewhat Agree
5 = Agree
4 = No Opinion
3 = Disagree
2 = Somewhat Disagree
1 = Strongly Disagree

1. I can usually spot a homeless child in my class.	1	2	3	4	5	6	7
2. I feel I know enough about homelessness to effectively teach homeless children in my class.	1	2	3	4	5	6	7
3. Homelessness is not an issue that impacts my class or my school.	1	2	3	4	5	6	7
4. It has been my experience that people become homeless as a result of something they did or did not do.	1	2	3	4	5	6	7
5. Homeless students are underachievers.	1	2	3	4	5	6	7
6. I am aware of the social and emotional problems unique to homeless children.	1	2	3	4	5	6	7
7. I am aware of the academic problems unique to homeless children.	1	2	3	4	5	6	7

8. If I was to discover that one of my students was about to become homeless, I could suggest to that student's guidance counselor or family **educational services** for the homeless provided by the school district.	1	2	3	4	5	6	7
9. If I was to discover that one of my students was about to become homeless, I could suggest to that student's guidance counselor or family **social services** for the homeless provided by the school district.	1	2	3	4	5	6	7
10 I am aware of the services homeless shelters provide in my community.	1	2	3	4	5	6	7

APPENDIX B:

HOMELESS PROJECT INSERVICE TRAINING

PARTICIPANT **POSTTEST**

Directions: Please read each question carefully and circle the number of the response that most accurately reflects your opinion.

Please respond:
7 = Strongly Agree
6 = Somewhat Agree
5 = Agree
4 = No Opinion
3 = Disagree
2 = Somewhat Disagree
1 = Strongly Disagree

1. I can usually "spot" a homeless child in my class.	1	2	3	4	5	6	7
2. I feel I know enough about homelessness to effectively teach homeless children in my class.	1	2	3	4	5	6	7
3. Homelessness is not an issue that impacts my class or my school.	1	2	3	4	5	6	7
4. It has been my experience that people become homeless as a result of something they did or did not do.	1	2	3	4	5	6	7
5. Homeless students are underachievers.	1	2	3	4	5	6	7
6. I am aware of the social and emotional problems unique to homeless children.	1	2	3	4	5	6	7
7. I am aware of the academic problems unique to homeless children.	1	2	3	4	5	6	7

8. If I was to discover that one of my students was about to become homeless, I could suggest to that student's guidance counselor or family **educational services** for the homeless provided by the school district.	1	2	3	4	5	6	7
9. If I was to discover that one of my students was about to become homeless, I could suggest to that student's guidance counselor or family **social services** for the homeless provided by the school district.	1	2	3	4	5	6	7
10 I am aware of the services homeless shelters provide in my community.	1	2	3	4	5	6	7

ATTACHMENTS

PINELLAS COUNTY SCHOOLS

HOMELESS PROJECT SERVICES

PROFESSIONAL EDUCATION MANUAL

Created by

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Resource Teacher, Homeless Project

Helene K. Pierce
Social Worker, Homeless Project

Pinellas County School District
Pinellas County, Florida

Pinellas County School Board
Lee Benjamin, Chairman
Corrine Freeman, Vice-Chairman
Barbara J. Crockett
Susan Latvala
Linda S. Lerner
John Sanguinett
Andrea M. Thacker

1993

HOMELESS PROJECT PROFESSIONAL EDUCATION MANUAL

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

This manual has been developed to facilitate the education of school board and community agency personnel in the effective delivery of educational and social services for homeless children. The materials contained in the Homeless Project Professional Education Manual can be used for inservice education for school or district personnel as well as for providers of social services. The goal of the Homeless Project Services Team is to educate all professionals in the behavorial characterstics of homeless children and youth and to demonstrate effective techniques for providing quality instruction to these often "invisible" students.

PINELLAS COUNTY HOMELESS PROJECT SERVICES TEAM

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TABLE OF CONTENTS

Page

Introduction ii

Table of Contents iii

HANDOUTS / READINGS

I. Background 1

II. Homeless Project Services Team 3

III. "Fundamental Rights of Homeless Students" 7

IV. "Homeless Youth 'Early Warning Signs'" 8

V. "Symptoms of Homeless Students" 9

VI. "Everyone at School Can Help the Homeless Student" 10

VII. "Ten Suggestions to Help the Homeless Student Succeed at School" 11

VIII. "What...Want Educators to Know" 13

IX. "Quick Reference for Classroom Tips" 15

X. "Suggested Classroom Ideas and Discussion Topics About Homelessness" 16

Reference List 18

Appendices

Appendix A: School Registration Checklist 20

Appendix B: Pinellas County Schools and Coordinating Shelters 21

BACKGROUND

* Homelessness is a condition that denies the fulfillment of basic human needs. The basic need for shelter -- shelter from adverse climatic conditions and shelter from the demands of a sometimes hostile world -- remains for the homeless an unfulfilled need. Obviously, the need for safety and security as well as the need for love, belonging, and esteem also remain unfulfilled for the person who is homeless. However, nowhere are the effects of deprivation of these most basic human needs more acute than in the children of homeless families.

* The total number of homeless people in the United States varies substantially according to the source, design, and agenda of the study. The Community for Creative Non-Violence estimates that there are between two and three million homeless in America, while in 1984 the Department of Housing and Urban Development argued for a range of between 192,000 and 586,000 homeless Americans (Miller, 1991). The National Coalition for the Homeless reports that homeless children alone make up 500,000 to 750,000 of the American homeless (Moyer, 1990). The advocacy group, The Parternship for the Homeless, as reported by Bassuk (1991), the number of homeless people in the United States increased by 18 percent between 1988 and 1989. Regardless of the vast differences among the total numbers of reported homeless people, the percentage of families within the homeless population is increasing dramatically.

* In 1987, the U.S. Conference of Mayors completed a 25 city survey that identified families with children as the fastest growing segment of the homeless population (Wells, 1990). By the late 1980's, homeless families constituted 21 percent of the homeless population (Kosof, 1988). These families generally consisted of a female head of household who was also a single parent. The 1990 survey conducted by the U.S. Conference of Mayors confirmed what they had reported in 1987; female head of households who are also single parents now accounted for 34 percent of the homeless population - an increase from 27 percent in 1985 (Bassuk, 1991). According to Bassuk and Rosenberg as cited by Helm and Stronge (1991), recent studies have suggested that as many as one-third to one-half of the homeless population is composed of women and children. The United States government appeared to concur - the Census Bureau reported that children younger than 18 years of age made up 38 percent of the 33.6 million poor in America in 1990 (Bassuk, 1991).

* Although the 33.6 million poor are not exclusively homeless, Helm and Stronge (1991) pointed to a 1988 U.S. Department of Education report to Congress which identified 220,654 homeless children and youth, 38.4 percent of which were in elementary school. One of the daunting challenges to counting homeless children is finding them. Often the most reliable source for this information comes from the schools who get their information from the homeless shelters. At any given time in large urban cities there are as many as 11,000 children - 6,000 of whom are school age - living in shelters for the homeless (Kosof, 1988).

* The situtation is worse in Florida where from July of 1989 to September 1992, the state lead the nation in its growth of Aid to Families with Dependent Children (AFDC) and ranked second in food stamp growth behind Guam which had recently been ravaged by a typhoon (Sokol, 1993). The profile of a welfare recipient in Florida matches the profile of many of the homeless nationwide - the head of household is a White single mother of two, high school educated, who if employed, earned only between 5,000 and 10,000 in 1992 (Sokol, 1993).

* Florida also has a disproportionate number of homeless children when compared to the nation. In a study conducted by Fike (1991), there were 3,657 homeless children on a given day in Florida, but if the state had an even share of the nation's homeless children, considering the fact that the state had 3.7 percent of the nation's school age population, the number should have been about 2,700. It was reported in the same study that 80 percent of Florida's homeless children were school age with 46.2 percent in elementary school. These results were consistent with a 1991 year end report from the Florida Department of Education to the U.S. Department of Education which stated that there were 14,628 homeless children identified in that year - 8,924 of whom were in elementary school (Castor, 1991). Pinellas County, Florida, ranked second in the state for total number of homeless children in 1991 at 2,086 (Castor, 1991). These statistics of homeless children here in Florida and locally in Pinellas County are especially critical factors when planning and coordinating educational and social services to homeless children in this district.

* The federal government acknowledged in 1987 that discrepancies existed between homeless and housed children in the quality and delivery of educational services. In July of that year, the United States Congress passed the Stewart B. McKinney Homeless Assistance Act which was the first comprehensive legislation specifically aimed to help the plight of the homeless. In 1990, amendments were passed to increase funding for the education of homeless children. As a result of these landmark legislative acts, definitions of homelessness were finally made uniform, legal barriers to educational services for homeless children, such as residency and guardianship issues, were removed, and appropriations to state governments were increased to provide direct educational services to homeless children. In fact, the 1991 reauthorization of the bill required states to spend at least 50 percent of McKinney grant money on educational services such as tutoring for homeless children.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

HOMELESS PROJECT SERVICES TEAM

HOMELESS PROJECT SUPERVISOR

The Homeless Project Supervisor in Pinellas County plans and coordinates the development and implementation of educational programs for homeless children in the district. This supervisor works closely with the district Supervisor of Social Workers to coordinate the delivery of social service programs to homeless students and their families and attends Homeless Coalition Education Committee meetings. As the district liaison for homeless project services to the state, the supervisor along with the Director of Special Projects, is responsible for the management of federal and state fiscal resources awarded to Pinellas County Schools. This responsibility includes but is not limited to grant proposal writing, supervision of discretionary budget expenditures, attending state conferences regarding program development and serving as a member of the State Task Force for the Education of Homeless Children and Youth.

HOMELESS PROJECT RESOURCE TEACHER

The Homeless Project Resource Teacher in Pinellas County reports to the Supervisor of the Homeless Project. The resource teacher works four days per week at two elementary schools heavily impacted by the homeless student population. In both schools there are two emergency and two transitional homeless shelters that are located in the school zones and therefore feed into the schools. The resource teacher also works as an after school tutor for homeless students in kindergarten through twelfth grade, four days per week, two hours a day in community settings. The elementary schools were selected as work sites for the resource teacher as opposed to the middle or high schools in the same zones because of the larger number of identified homeless children in kindergarten through fifth grade.

At the schools, the resource teacher's responsibilities include tutoring homeless students in either a one on one or small group setting reviewing materials the classroom teacher has recommended. Typically, children who are homeless have changed schools several times and, as a result of their high absentee rate, are behind at least a grade level particularly in reading and mathematics. The lack of permanence in their lives has made it increasingly difficult for homeless children to:

1. self start and stay on task at school,
2. complete classwork and homework assignments,
3. focus attention on schoolwork, and
4. bond with adults and children.

The resource teacher attempts to address these issues during the half hour tutorials at school and during the after school sessions held in the community. The resource teacher conducts seven or eight tutorials a day during school hours with different homeless students. At a time convenient for the resource teacher and classroom teacher, both meet to review academic and social progress made with the homeless children during the tutorials and to plan future lessons. One full day a week the resource teacher is either in schools to which homeless students have transfered in order to follow up on students who have moved out zone or are no longer living in homeless shelters or is in the district office to update tutorial schedules and meet with the homeless project supervisor and social worker. The resource teacher also works with the homeless project social worker training district personnel and community groups in the educational and social needs of homeless children and youth.

HOMELESS PROJECT SOCIAL WORKER

The Homeless Project Social Worker in Pinellas County reports to both the Supervisor for the Homeless Project and the district supervisor for social workers. Presently there is only one social worker for the homeless project in the school district, and the social worker covers the entire county and all children from pre-kindergarten through twelvth grade.

The primary duties and responsibilities for the homeless project social worker include but are not limited to:

1. **IDENTIFICATION** - Identifies homeless children living in Pinellas County, whether they are currently enrolled in school or not.

2. **INTERVENTION** - Assists parents and school officials with school enrollment procedures (immunization, school records, birth certificate, social security number, and certificate of domicile) and assists parents and school officials with referrals to emergency and transitional housing shelters as well as referrals for medical services.

3. **DIRECT SERVICES** - Provides short term family and individual counseling as required and/or referral to community resources.

4. **ADVOCATE SERVICES** - Represents the interests of homeless children to guarantee that every homeless student has equal access to educational and social services provided by the school district (e.g. free breakfast & lunch program, special school attendance waivers, etc.).

5. **PROFESSIONAL EDUCATION** - In cooperation with the Homeless Project Resource Teacher, trains district personnel and community groups in the educational and social needs of homeless children. Considerable attention is also focused on the community resources available to homeless families (e.g. mental health services, food bank, clothing bank, etc.).

6. **LIAISON WITH COMMUNITY** - Works to maintain close relationship with the community and the Pinellas County Homeless Coalition.

HOMELESS PROJECT PART TIME TUTORS

The Homeless Project Part Time Tutors in Pinellas County are full time teachers in the district and work several hours per week after school or evenings tutoring homeless children in community settings. The tutors work with homeless students in kindergarten through twelvth grade on homework, class projects, and enrichment activities. The Homeless Project Resource Teacher coordinates and assists the tutoring in community settings.

FUNDAMENTAL RIGHTS OF EDUCATION

FOR HOMELESS STUDENTS

According to policy established by the Florida Department of Education, with the mandate and assistance of the Stewart B. McKinney Act, every homeless student is entitled to:

* a free, appropriate public education;
* education in a mainstream school environment;
* participation in federal, state and local food service programs;
* prompt resolution of disputes regarding educational placement;
* no isolation or stigmation due to their homeless status;
* continuation of his or her education in the school of origin or in the same school as non-homeless students living in the same attendance area, WHICHEVER IS IN THE CHILD'S BEST INTEREST;
* consideration of parents' requests regarding placement at the school of origin or the zoned school;
* educational, social, athletic, and recreational services offered to other students.

HOMELESS YOUTH "EARLY WARNING SIGNS"

Early identification of students who may be at-risk for homelessness might include, but not be limited to, the following:

1. Children who are hungry and tired.

2. Children who have attended many different schools and whose attendance at the present school may be erratic.

3. Children whose grooming and personal hygiene/clothing may draw attention of classmates and teachers to them.

4. Children who aren't prepared for school, coming to class without books or without homework completed.

SYMPTOMS OF HOMELESS STUDENTS*

Visible Symptoms	Behavior	Problems in School
-Malnutrition	-Low self-esteem	-Ashamed of situation and where they live
-Poor hygiene	-Withdrawn/listless OR	-Developmentally delayed
-Unattended medical needs	-Hostile/aggressive	-School phobic (wants to be with parents- fear of abandonment)
-Unattended dental needs	-Tired	-Poor organizational skills
-Poor health, especially skin rashes, asthma, respiratory problems	-Emotionally needy	-Poor ability to conceptualize
-Neglect	-Difficulty in trusting	-Difficulty finishing what they start
-Abuse	-Hoards food	
-Involvement with drugs	-Parentified (takes care of parents)	
	-Old beyond their years	
	-Fantasize and daydream	
	-Controlling, bossy	
	-Promiscous	

*Source: Tower, Cynthia C. and Donna J. White. Homeless Students. A National Education Association Publication, page 24.

EVERYONE AT SCHOOL CAN HELP THE HOMELESS STUDENT

COUNSELOR

* Make them feel welcome.

* Observe and refer to the appropriate authority the needs of the student.

* Post social service agencies on the school bulletin board.

* Schedule educational assessment workshops for school staff.

* Make parental contact.

TEACHER

* Make them feel welcome.

* Start a classroom "Buddy System."

* Review student records from other schools.

* Refer student to tutorial or remedial classes as needed.

* Make parental contact.

ADMINISTRATOR

* Make them feel welcome.

* Contact shelter providers and social service staff to coordinate service delivery to students.

* Appoint a staff person to assess the student.

* Schedule staff meetings to include discussions on student progress.

* Make parental contact.

SECRETARY

* Make them feel welcome.

* Review available school records.

* Contact advocate/teacher to inform them of the student residential status.

* Observe and inform advocate/teacher of any special needs of the child/ youth that require special attention.

* Make parental contact.

*Source: Virginia Department of Education - 10 -

TEN SUGGESTIONS TO HELP THE HOMELESS STUDENT

SUCCEED AT SCHOOL*

1. The first issue is to stabilize their basic needs: have food, clothing, shelter, basic hygiene, and transportation issues been addressed? If not, contact the Homeless Project Social Worker at 588-6434.

2. Pair them up with a **buddy** in the classroom on day one to keep them in contact with someone who knows their way around the school and can provide personal contact to the students.

3. If time permits, administer a *brief* **educational assessment** to the student to determine their level of academic ability (and thereby avoid teaching above or below the students ability for several weeks). If there is not time, do an oral interview to find when the student was last in school, how many gaps there were in last year's education, what grade, subjects and books were used there. Convey this information to other teachers responsible for this student.

4. If outside **tutoring** is necessary, refer to the school volunteer coordinator if the Homeless Project Resource Teacher is not on site at your school. Determine at which shelter the student is staying since many of the shelters have tutorial services available after school. If there are no adult tutors available, ask your students (who are doing well) if they would be available to work with other students. If that fails, refer to community agencies for this service.

5. If **counseling** is necessary, refer to the school counselor or the school social worker. If there is no counselor, refer to other staff members, peer counselor, or school social worker who can contact an outside agency for this service. Their emotional needs can be many and varied and ***intervention may be the key to keeping the child in school.***

6. **Follow up** with the teachers to see how the student is doing. What problems, if any, are they experiencing? What is working out? What additional resources do they need? Have the transcripts from the preceeding school come in?

7. Designate specific times in your teaching/counseling/administrative work to **sensitize** other professionals and students to the nature and trauma of homelessness. **"KIDSTART"**, a curriculum developed by the Pinellas County Coalition for the Homeless in conjuction with Pinellas County Schools, is available for elementary, middle, and high schools. The program comes complete with lesson plans, an instructor's guide and a video.

8. Request additional **training materials** and information on the subject from the Homeless Project Resource Teacher at 586-1818, extension 2002.

9. Above all, do not let the homeless student **"slip through the cracks"** of the system. If you do not have time to resolve the perceived need or problem, refer them to someone who does. The Homeless Project Resource Teacher and Social Worker are available to help you! Also, be sure to consult other professionals who may be able to intervene or assist with the problem. Remember, one more successful intervention may be the one that keeps them coming back to school rather than staying away.

10. Finally, remember **that you are a valuable member of a team** of professionals who are working on this problem. ***Your work is invaluable.*** We thank you for your time and interest. Keep up the good work! Even though it will be difficult, you will make a difference in one or more lives. And that's what it's all about, isn't it?

*Adapted from: Clark County Public Schools

WHAT SHELTER DIRECTORS WANT EDUCATORS TO KNOW

* Many parents are afraid that their child(ren) will be taken away from them.

* Homeless children are especially in need of help with social skills.

* The reason many parents may not seem to be nurturing is that they do not know how to nurture.

WHAT HOMELESS PARENTS WANT EDUCATORS TO KNOW

* Children are embarrassed about being homeless.

* Parents are dealing with many problems in addition to homelessness and their child's care (e.g. spouse abuse, depression, no money).

* Even parents who may seem distracted really care about their children as much as parents who have permanent housing.

* Requests for children to bring baked goods, other goodies, extra school supplies, or do homework related to a television program often constitute a great hardship for families.

* Being homeless does not necessarily mean that a family is dysfunctional.

WHAT EDUCATORS WHO HAVE DEALT WITH HOMELESS CHILDREN WANT OTHER EDUCATORS TO KNOW

* Homeless children are more similar to their peers than they are different. The same basic good teaching practices and activities are generally effective with these children.

* Peer friendships have to be actively encouraged. Do not assume that they will occur naturally.

* Play is particularly important! These children typically have no time or place for play when they are not at school.

* Homeless children (like their peers) need a feeling of being competent and in control. Provide appropriate choices and challenges in a maximumly supportive atmosphere.

* Stress is unavoidable when you are homeless. Some children may seem to be coping, but none are impervious to the stress that being homeless places on the family.

* Even the most basic health and safety concerns may seem overwhelming to already stressed parents. Be patient and sensitive to the families.

Source: Orange County Public Schools

QUICK REFERENCE FOR CLASSROOM TIPS

+ Provide a stable environment.

+ Provide structure.

+ Allow personal possessions or space and encourage rights to them.

+ Assign projects that can be broken into small components to ensure at least some successes.

+ Allow students to express fears.

+ Allow students to express frustrations and allow opportunities to do so in other ways in addition to verbalizing (e.g., drawing).

+ Make professional help quickly available (e.g., an informed school counselor).

+ Be open to students' needs to talk about experiences without prying.

+ Give students opportunities to see some of their experiences as positive (e.g., places they have traveled or lived).

+ Don't assume students know how to play. They may have to be taught how to do so.

+ Be well informed about homeless issues.

Source: Tower, Cynthia C. and Donna J. White. Homeless Students. A National Education Association Publication, page 33.

SUGGESTED CLASSROOM IDEAS AND

DISCUSSION TOPICS ABOUT HOMELESSNESS

1. Ask students to collect articles from newspapers and magazines about homelessness throughout the week. Post them on the bulletin board.

2. Discuss with students what experiences they may have had that may be analagous to a homeless situation (such as traveling and not being able to find a hotel room, or having the car break down in the middle of nowhere). Discuss the feelings they may have had.

3. Discuss with students the images they have of homeless people. Are these images backed up by experiences? If not, how did they arrive at these conclusions?

4. Ask students to identify and list on the chalkboard the reasons why people become homeless.

5. Ask students to identify and list on the chalkboard groups of people who are currently homeless or in danger of becoming homeless (i.e., poor families, the mentally ill, the elderly and those on fixed incomes, the disabled, minimum wage workers).

6. Discuss with students the implications of not having enough money to run a household, focusing on the following areas:

    a. What happens when you can't afford the rent?
    b. What does eviction mean?
    c. What is it like to hunt for an apartment?
    d. What kinds of pressures do young people have when money is not available at home? (e.g., peer pressure for clothing, accessories, inability to participate in "normal" school activities and field trips, etc.)
    e. How does money separate "haves" and "have nots"?
    f. How does being deprived affect young people?

7. Identify what special housing needs and support services homeless people may need.

8. Ask students to define substandard housing.

9. Discuss the meaning of "near homeless" in relation to overcrowded and substandard housing.

10. Discuss the meaning of "couch homeless" and circumstances which could bring about the situation.

11. Ask students to spend 15 minutes writing a secondary diary as a homeless person that parallels their own regular routine, figuring how to accomplish all their ordinary tasks. Tell students to assume they are living in a car with a family.

12. Discuss the results, especially considering bathroom use, cleanliness, doing homework, where to go to school when your home is a car, social interaction, trying to stay in school without eating or getting a good night's sleep.

13. Consider job hunting for adults - especially what address to list on a job application, how to get a job call from a potential employer, looking presentable for an employer when you have no place to get clean.

14. Discuss the effect of an unexpected emergency (illness, death, temporary unemployment) on the average family.

15. Invite a homeless, or previously homeless person and/or a homeless advocate or shelter worker to come to class to talk about homelessness.

16. Ask students to write their own dialogue between a housed person and a homeless person.

17. Discuss how classmates could be kinder to students who do not have all the resources of most young people.

*Source: Housing and Homelessness: A Teaching Guide. HOUSING NOW, Washington, D.C. 20001

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APPENDIX A:

SCHOOL REGISTRATION CHECKLIST

Proof of Date of Birth

1. A DULY ATTESTED TRANSCRIPT OF THE CHILD'S BIRTH RECORD FILED ACCORDING TO LAW WITH A PUBLIC OFFICER CHARGED WITH THE DUTY OF RECORDING BIRTHS; OR

2. A DULY ATTESTED TRANSCRIPT OF A CERTIFICATE OF BAPTISM SHOWING THE DATE OF BIRTH AND PLACE OF BAPTISM OF THE CHILD, ACCOMPANIED BY AN AFFIDAVIT SWORN TO BY THE PARENT; OR

3. AN INSURANCE POLICY ON THE CHILD'S LIFE WHICH HAS BEEN IN FORCE FOR AT LEAST TWO YEARS; OR

4. A BONA FIDE CONTEMPORARY BIBLE RECORD OF THE CHILD'S BIRTH ACCOMPANIED BY AN AFFADAVIT SOWRN TO BY THE PARENTS; OR

5. A PASSPORT OR CERTIFICATE OF ARRIVAL IN THE UNITED STATES SHOWING THE AGE OF THE CHILD; OR

6. IF NONE OF THESE EVIDENCES CAN BE PRODUCED AN AFFIDAVIT OF AGE SWORN TO BY THE PARENT, ACCOMPANIED BY A CERTIFICATE OF AGE SIGNED BY A PUBLIC HEALTH OFFICER OR BY A PUBLICH SCHOOL PHYSICIAN OR IF NEITHER OF THESE SHALL BE AVAILABLE IN THE COUNTY, BY A LICENSED PRACTICING PHYSICIAN DESIGNATED BY THE SCHOOL BOARD, WHICH CERTIFICATE SHALL STATE THAT THE AGE AS STATED IN THE AFFIDAVIT IS SUBSTANTIALLY CORRECT.

Shot Record (Certificate of Immunization)
Can be updated at the Health Department/Mobile Van

Physical Examination
Must be signed by a licensed physician and dated within one year of enrollment date.

Proof of Residency
Letter from Shelter on official stationery signed by Shelter Director or rental/utility receipt.

Prior school records if available.

20

APPENDIX B:

PINELLAS COUNTY SCHOOLS AND COORDINATING SHELTERS

Shelter	Zoned School	Phone #
Everybody's Tabernacle	Sandy Lane Elem.	469-5964
(north county)	Kings Highway Elem.	469-5963
	J. F. Kennedy Middle	461-4888
	East Lake High	938-2451
Religious Community Services	Kings Highway Elem.	469-5963
(north county)	J. F. Kennedy Middle	461-4888
	Dunedin Middle	734-9421
	East Lake High	938-2451
RCS - The Stepping Stone	Largo Central Elem.	588-3566
(north county)	Largo Middle	584-2165
	Largo High	585-5606
ASAP	Campbell Park Elem.	893-2650
(south county)	16th Street Middle	822-2633
	St. Petersburg High	323-4100
Ozanam Inn	Lakewood Elem.	893-2196
(south county)	16th Street Middle	822-2633
	Lakewood High	893-2961
Resurrection House	Mt. Vernon Elem.	321-5706
(south county)	Bay Point Middle	866-3121
	Gibbs High	327-1907
Virginia Lazarre - YWCA	Lakewood Elem.	893-2196
(south county)	16th Street Middle	822-2633
	St. Petersburg High	323-4100
RCS Spouse Abuse Center	Call Shelter	442-4128
(north county)		
CASA Spouse Abuse Center	Call Shelter	898-3671
(south county)		

HOMELESS PROJECT SOCIAL WORKER

The Homeless Project Social worker in Pinellas County reports to both the supervisor for the Homeless Project and the district supervisor for social workers. Presently there is only one social worker for the homeless project in the school district, and the social worker covers the entire county and all children from pre-kindergarten through twelfth grade.

The primary duties and responsibilites for the homeless project social worker include but are not limited to:

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2. **INTERVENTION** - Assists parents and school officials with school enrollment procedures (Immunization, school records, birth certificate, social security number, and certificate of domicile) and assists parents and school officials with referrals to emergency and transitional housing shelters as well as referrals for medical services.

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6. **LIAISON WITH COMMUNITY** - Works to maintain close relationship with the community and with the Pinellas County Homeless Coalition.

PINELLAS COUNTY SCHOOLS

HOMELESS PROJECT SERVICES TEAM

Judy H. Hoban, Supervisor
813-588-6064

Harry T. Brown, Resource Teacher
813-586-1818, ext. 2002

Helene K. Pierce, Social Worker
813-588-6434

PINELLAS COUNTY SCHOOLS

Pinellas County School District
Pinellas County, Florida

J. Howard Hinesley, Ed.D., Superintendent

Pinellas County School Board
Lee Benjamin, Chairman
Corrine Freeman, Vice-Chairman
Barbara J. Crockett
Suasan Latvala
Linda S. Lerner
John Sanguinett
Andrea M. Thacker

1993

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FUNDAMENTAL RIGHTS OF EDUCATION

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- no isolation or stigmatization due to their homeless status;
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SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

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The resource teacher attempts to address these issues during the half hour tutorials at school and during the after school sessions held in the community. The resource teacher conducts seven or eight tutorials a day during school hours with different homeless students. At a time convenient for the resource teacher and classroom teacher, both meet to review academic and social progress made with the homeless children during the tutorials and to plan future lessons. One full day a week the resource teacher is either in schools to which homeless students have transfered in order to follow up on students who have moved out of zone or are no longer living in a homeless shelter or is in the district office to update tutorial schedules and meet with the homeless project supervisor and social worker. The resource teacher also works with the homeless project social worker educating district personnel and community groups in the educational and social needs of homeless children and youth.

HOMELESS PROJECT PART TIME TUTORS

The Homeless Project Part Time Tutors in Pinellas County are full time teachers in the district and work several hours per week after school or evenings tutoring homeless children in community settings. The tutors work with homeless students in kindergarten through twelvth grade on homework, class projects, and enrichment activites. The Homeless Project Resource Teacher coordinates and assists with the tutoring.